

**Evaluation of the
Indianapolis Mayor Sponsored
Charter Schools**

**Indianapolis Metropolitan High School
Performance Framework Review**

2013-2014 School Year

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OFFICE OF EDUCATION INNOVATION

Office of the Mayor of Indianapolis

Performance Framework Review

Indianapolis Metropolitan High School

April 14-16, 2014

The Indianapolis Mayor's Office Performance Framework Review is designed to assess the current status of the school as it develops key aspects of its culture and academic goals. The Performance Framework Review Protocol is based on the *Performance Framework for Mayor-Sponsored Charter Schools with High School Grades (2013-2014)*, which is used to determine a school's success relative to a common set of indicators, as well as school-based goals.

Consistent with the Indianapolis Mayor's Office Performance Framework, the following four core questions and sub-questions are examined to determine a school's success:

- 1. *Is the educational program a success? (High School)***
 - 1.1. *Is the school's academic performance meeting state expectation, as measured by Indiana's accountability system?*
 - 1.2. *Indicator 1.2 does not apply to high school grades.*
 - 1.3. *Is the school preparing students to graduate from high school on time, and preparing those students who have not graduated on time to graduate within 5 years, as measured by Indiana's cohort graduation rate?*
 - 1.4. *Is the school providing an equitable education to students of all races and socioeconomic backgrounds?*
 - 1.5. *Is the school's attendance rate strong?*
 - 1.6. *Is the school preparing students for college and careers?*
 - 1.7. *Is the school meeting its school-specific goals?*
- 2. *Is the organization in sound fiscal health?***
 - 2.1. *Short term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?*
 - 2.2. *Long term Health: Does the organization demonstrate long term financial health?*
 - 2.3. *Does the organization demonstrate it has adequate financial management and systems?*
- 3. *Is the organization effective and well-run?***
 - 3.1. *Is the school leader strong in his or her academic and organizational leadership?*
 - 3.2. *Does the school satisfactorily comply with all its organizational structure and governance obligations?*
 - 3.3. *Is the school's board active, knowledgeable and abiding by appropriate policies, systems and processes in its oversight?*
 - 3.4. *Does the school's board work to foster a school environment that is viable and effective?*
 - 3.5. *Does the school comply with applicable laws, regulations and provisions of the charter agreement relating to the safety and security of the facility?*
- 4. *Is the school providing the appropriate conditions for success?***

- 4.1. *Does the school have a high-quality curriculum and supporting materials for each grade?*
- 4.2. *Are the teaching processes (pedagogies) consistent with the school's mission?*
- 4.3. *For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?*
- 4.4. *Does the school effectively use learning standards and assessments to inform and improve instruction?*
- 4.5. *Has the school developed adequate human resource systems and deployed its staff effectively?*
- 4.6. *Is the school's mission clearly understood by all stakeholders?*
- 4.7. *Is the school climate conducive to student and staff success?*
- 4.8. *Is ongoing communication with students and parents clear and helpful?*
- 4.9 *Is the school properly maintaining special education files for its special needs students?*
- 4.10 *Is the school fulfilling its legal obligations related to access and services to English as Second Language (ESL) students?*

COMPLETION OF THE PERFORMANCE FRAMEWORK CHARTER REVIEW

As part of its oversight of charter schools, the Mayor's Office authorized Research & Evaluation Resources (RER) to conduct site visits of schools operating under its authorization. The purpose is to present the school and the Mayor's Office a professional judgment on conditions and practices at the school, which are best provided through an external perspective. This report uses multiple sources of evidence to understand the school's performance. Evidence collection begins before the visit with the review of key documents and continues on-site through additional document review, classroom visits and interviews with any number of stakeholders. Findings provided by the site visit team can be used to celebrate what the school is doing well and prioritize its areas for improvement in preparation for renewal. It is the task of the site visit team to report on the following pre-identified aspects of the *Performance Framework* and to assist the Mayor's Office in its completion of the Performance Framework Protocol: ***Responses to sub-questions 4.1-4.10 of Core Question 4.***

The outcome of this review will provide the school with written report that includes a judgment and supporting evidence on various aspects of the school, based on a rubric of indicators¹ developed for each of the four core questions and sub-questions in the *Performance Framework*. The assessment system utilizes the following judgments:

Does not meet standard

Approaching standard

Meets standard

¹Rubric indicators are subject to revision by the Mayor's Office.

Background and History of the Indianapolis Metropolitan High School

We believe that all students should have the opportunity to pursue education beyond high school. We aim to empower students to take charge of their learning, to gain the skills and knowledge necessary to achieve success beyond high school and to become lifelong learners.

The Indianapolis Metropolitan High School is a public high school that serves grades 9-12. Indianapolis Metropolitan High School is purposely located in a predominately low-income neighborhood and is a Title I funded school. The renovated building is spacious and looks much different than most traditional schools. State-of-the-art science labs surround a well-equipped fitness center in the Ruth Lilly Science and Wellness Center. After school clubs including art, music, cooking, theater and yoga, keep students engaged in activities they feel passionate about. The Puma sports program has our students competing in Indiana High School Athletic Association events, learning life lessons that go far beyond the wins and losses.

Goodwill Industries of Central Indiana, Inc., created Goodwill Education Initiatives in 2004 to operate the Indianapolis Metropolitan High School as a Big Picture® school. The Indianapolis Metropolitan High School was designed to engage and supports young people who flourish in non-traditional academic environments. Originally designed as two schools, Met 1 and Met 2, the schools were combined into one in 2008. The Indianapolis Metropolitan High School was granted charter renewal in 2010, and at that time was still implementing the Big Picture curriculum. Major curricular changes were undertaken in the 2011-2012 school year, however, with the Indianapolis Metropolitan High School implementing a blended curriculum that relied heavily on online courses and education. At the same time, Indianapolis Metropolitan High School adopted the Teacher Advancement Program (TAP) in order to improve classroom practices and to encourage data-driven instruction. In the 2012-2013 school year the curriculum was again changed, with the emphasis on computer-based lessons dropped and more traditional curriculum implemented. For the 2013-2014 school year the focus on providing a quality curriculum and fully implementing the TAP program was continued.

The Evaluation Process

This report represents an evaluation about performance in each of the standards and indicators that are the responsibility of RER to evaluate. These indicators: 4.1-4.10 are outlined in the Performance Framework.

Research & Evaluation Resources staff engaged in a number of evidence-collecting activities. The focus of this evaluation was to gauge perceptions of key stakeholders at the school in relation to the areas of the performance framework that are part of the evaluation. RER conducted focus group discussions with students and staff, as well as interviews with the school administration. These focus groups and interviews were conducted over the course of the site visit on April 14-16, 2014.

Classroom observations were performed on site using the classroom observation instrument provided by the Office of Education Innovation. The on site observations lasted approximately 30 minutes, and over half of the teaching staff was observed once. The Special Education Audit was performed on April 14, 2014.

In the following report, standards and indicators are listed with relevant evidence given related to the performance criteria. Following the discussion of each indicator, a summary of strengths and areas for attention are provided for the core question.

Nine classroom observations were performed on site using the classroom observation instrument provided by the Office of Education Innovation. The on site observations lasted approximately 30 minutes, and over half of the teaching staff was observed once. Classroom observers spent 4.6 hours (275 minutes) observing 9 classrooms, 123 students, and 9 teachers. On average, each observation lasted 30.5 minutes and the observed student to teacher ratio was 13.6:1. Two of the teachers were observed by both classroom observers at the same time in order to ensure inter-judge reliability.

SUMMARY OF FINDINGS

INDIANAPOLIS METROPOLITAN HIGH SCHOOL

<i>Core Question 1: Is the educational program a success?</i>	N/A
<i>Core Question 2: Is the organization in sound fiscal health?</i>	N/A
<i>Core Question 3: Is the school : Is the organization effective and well-run?</i>	N/A
<i>Core Question 4: Is the school providing the appropriate conditions for success?</i>	N/A
<i>4.1. Does the school have a high-quality curriculum and supporting materials for each grade?</i>	Meets Standard
<i>4.2. Are the teaching processes (pedagogies) consistent with the school's mission?</i>	Approaches Standard
<i>4.3 For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?</i>	Meets Standard
<i>4.4.Does the school effectively use learning standards and assessments to inform and improve instruction?</i>	Meets Standard
<i>4.5. Has the school developed adequate human resource systems and deployed its staff effectively?</i>	Meets Standard
<i>4.6. Is the school's mission clearly understood by all stakeholders?</i>	Meets Standard
<i>4.7. Is the school climate conducive to student and staff success?</i>	Meets Standard
<i>4.8. Is ongoing communication with students and parents clear and helpful?</i>	Meets Standard
<i>4.9 Is the school properly maintaining special education files for its special needs students?</i>	Meets Standard
<i>4.10 Is the school fulfilling its legal obligations related to access and services to English as Second Language (ESL) students?</i>	Not Applicable

Standard 4: Is the school providing the appropriate conditions for success?

4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) the curriculum does not align with the state standards; b) the school does not conduct systematic reviews of its curriculum to identify gaps based on student performance; c) the school does not regularly review scope and sequence to ensure presentation of content in time for testing; d) the sequence of topics across grade levels and content areas does not focus on core (prioritized) learning objectives; e) the staff lacks understanding and/or consensus as to how the curriculum documents and related program materials are used to effectively deliver instruction; f) there is a lack of programs and materials available to deliver the curriculum effectively.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) the curriculum does not align with the state standards; b) the school does not conduct systematic reviews of its curriculum to identify gaps based on student performance; c) the school does not regularly review scope and sequence to ensure presentation of content in time for testing; d) the sequence of topics across grade levels and content areas does not focus on core (prioritized) learning objectives; e) the staff lacks understanding and/or consensus as to how the curriculum documents and related program materials are used to effectively deliver instruction; f) there is a lack of programs and materials available to deliver the curriculum effectively.
Meets standard	The school: a) curriculum aligns with the state standards; b) conducts systematic reviews of its curriculum to identify gaps based on student performance; c) the school regularly reviews scope and sequence to ensure presentation of content in time for testing; d) has a sequence of topics across grade levels and content areas that is prioritized and focuses on the core learning objectives; e) the staff understands and uniformly uses curriculum documents and related program materials to effectively deliver instruction; f) programs and materials are available to deliver the curriculum effectively.

No significant concerns were found.

The Indianapolis Metropolitan High School curriculum aligns with the Indiana State Standards, and all of the lesson plans included either the Indiana State Standards or the Common Core, with many of them including both (indicator a). The quality of the lesson plans provided by Indianapolis Metropolitan High School staff for the two days of classroom observations were of uniformly high quality, with all of the lesson plans provided following the same very effective format.

The Indianapolis Metropolitan High School is a participant in the Teacher Advancement Program (TAP), and any changes in curriculum are driven by gaps in student performance, often as revealed through TAP data collection (indicator b). Further, Indianapolis Metropolitan High School establishes school wide goals, as required by the TAP program, that are based on student achievement data. The academic goals for the 2013-14 school year focused on IACE- which stands for "I" - Identify the main idea, "A" - Answer the question, "C" - Cite evidence from the text, and "E" - Explain your answer. These goals were identified through TAP data collection and are being implemented across the Indianapolis Metropolitan High School curriculum.

Focus group discussions with the teaching staff revealed that lesson plans and curriculum maps are regularly reviewed by the Principal, Chad Miller, as well as by the Assistant Principal, Adam Jones, and the Chief Academic Officer, Janet Rummel. The process of developing and modifying the

curriculum was described by the teaching staff as a process of working together as a group to create the curriculum maps, with close attention paid to alignment to the state standards. When necessary, new curriculum maps are created using a worksheet provided to the teaching staff, but in many cases existing curriculum maps are “tweaked to fit (the needs of the class).” The resulting curriculum maps are reviewed by Mr. Jones and Ms. Rummel, who then return them to the teaching staff with comments. This process occurs as many times as necessary until the curriculum maps are of the quality desired. Once the curriculum maps are complete, the staff meets to review them. While this process regularly occurs during professional development opportunities, the staff noted that they can make changes to the curriculum if it becomes necessary, as one teacher noted, “the curriculum is very agile.” These changes are always reviewed by members of the leadership team, who share the view of the teaching staff that modifying the curriculum to meet student needs is a necessary practice, or as Ms. Rummel noted “Curriculum mapping is never done—it’s not the product, it’s the process.”

Ms. Rummel also reported that Indianapolis Metropolitan High School had recently completed a review of scope and sequence (indicator c) by performing a horizontal and vertical alignment in the content areas of math and science, as well as a course progression for the humanities. This review ensures that there is a sequence of content across grade levels and within content areas that focuses on prioritized learning goals (indicator d), and has led to a better articulated course progression for their students, which has allowed Indianapolis Metropolitan High School to better serve students who enter the school at many different academic levels.

The leadership at the Indianapolis Metropolitan High School is to be particularly commended for the degree of support and oversight they now provide for their teaching staff. These processes are very effective and valued by the teaching staff, and show Indianapolis Metropolitan High School leadership have recognized the need for improvement in this area since the last review of the school in the spring of 2013. Both the quality of the curriculum maps, and the comments of the teaching staff, suggest that initiatives taken by the school regarding the consistent quality of their curriculum have been successful. These improvements can be seen in the confidence of the teaching staff in their ability to adequately present the curriculum to the students (indicator e). The integral role of the faculty in the development and modification of the curriculum has led the staff to feel a sense of ownership in the curriculum that is conveyed to students during classroom instruction.

All of the teachers interviewed conveyed that the Indianapolis Metropolitan High School provided all the programs and materials they needed to deliver the curriculum effectively, a fact that was also observed during the site visit. The Indianapolis Metropolitan High School facility is very well designed and well equipped- with technology and support materials readily available to students and staff (indicator f). It was noted during classroom observations that many of the classrooms did not contain computer stations, but when specifically asked about the lack of computers in the classroom the teaching staff replied that Indianapolis Metropolitan High School provided them with computers on wheels (COWS) and that they had access to a well equipped computer lab for the students to use. It should also be noted that the school’s association with Goodwill Education Initiative and

Goodwill Industries of Central Indiana also provides staff with excellent on-site employee benefits, such as the use of the gym, a well equipped weight room and physical fitness classes, all of which the teaching staff appreciated.

Areas of Strength: The Indianapolis Metropolitan High School has developed effective systems and procedures for curriculum development and review that instills a sense of ownership of the curriculum in its staff.

Horizontal and vertical alignment between and across grades in math and the sciences has been completed and has resulted in an improved course sequence.

The Indianapolis Metropolitan High School provides its staff and students with a top of the line facility and all of the materials and equipment needed to provide a quality education.

Recommendations: Horizontal and vertical alignment for the humanities and social sciences should be continued.

4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) the curriculum is not implemented in the majority of classrooms according to its design; b) as delivered, instruction is not focused on core learning objectives; c) the pace of instruction/lessons and content delivery lacks the appropriate rigor and challenge; d) as observed in the classroom or as described in the lesson plan, instructional activities lacked variety and/or use of differentiated strategies to engage a wide range of student interests, abilities and learning needs;; e) staff do not receive feedback on instructional practices.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) the curriculum is not implemented in the majority of classrooms according to its design; b) as delivered, instruction is not focused on core learning objectives; c) the pace of instruction/lessons and content delivery lacks the appropriate rigor and challenge; d) as observed in the classroom or as described in the lesson plan, instructional activities lacked variety and/or use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) staff do not receive feedback on instructional practices.
Meets standard	The school exhibits the following characteristics: a) the curriculum is implemented in the majority of classrooms according to its design; b) as delivered, instruction is focused on core learning objectives; c) the pace of instruction/lessons and content delivery possesses the appropriate rigor and challenge; d) as observed in the classroom or as described in the lesson plan, instructional activities possessed variety and/or use of differentiated strategies to engage a wide range of student interests, abilities and learning needs; e) supplies sufficient feedback to staff on instructional practices.

Significant concerns were found in indicator c

Classroom observations revealed that the curriculum is being implemented in the classrooms according to its design, with 9 out of 9 observations revealed that the lesson observed matched the lesson plan provided (indicator a). The classroom observations performed at the Indianapolis Metropolitan High School took place over two days of instruction, and the school provided lesson plans from all classroom instructors for both days, providing the evaluation team with a very large sample of lesson plans. The majority of these lesson plans used the same Daily Lesson Plan Template, which included Student Learning Objectives and Standards, as well as vocabulary words for the day, Lesson Procedures, and a set of Formative Assessment Strategies, Differentiation Strategies and Instructional Strategies to be checked off. The lesson plans were of a uniformly high quality, with learning objectives, standards and strategies clearly described and complete.

Classroom observation revealed that, as delivered, classroom instruction was focused on core learning objectives in 9 of the 9 classrooms observed (indicator b). The lesson plans provided all contained core-learning objectives and in nearly every classroom core objectives, either in the form of “students will be able to” or “goals for the day,” were clearly presented for the students.

Classroom observations revealed that the pace of instruction and content delivered contained the appropriate rigor and challenge in 5 of the 9 classrooms observed (indicator c). Interestingly, in two of the five classrooms in which rigorous content was delivered, the pacing of the lesson was seen to be effective for a portion of the 30-minute observation period, and ineffective for the rest of the time. In these classrooms, the instructors demonstrated the ability to effectively pace their lessons but were often disrupted, or thrown off their pace, by inefficient use of time by students, or

confusion within the class regarding the content, or a student disrupting the class. These were also the primary reasons for ineffective pacing during the entire observation period for the four classrooms in which rigor and challenge were not observed. Differentiated instruction was not observed in any of the 9 classrooms, (indicator d) however due to the block scheduling leading to longer class periods, the differentiation may have been occurring when observers were not in the classroom. An analysis of the lesson plans provided revealed that nearly all of the instructors at Indianapolis Metropolitan High School included differentiated activities in their lesson plans for the two days observations were performed.

The ability to properly pace lessons, provide appropriate rigor, while also differentiating instruction is a skill set that often takes time and experience for teachers to acquire. The teachers at the Indianapolis Metropolitan High School have shown that they have mastered the underlying mechanics of teaching---providing core learning objectives, designing relevant and rigorous lesson plans, and aligning the curriculum to the state standards—but are struggling with the set of teaching skills that often come with experience. This was particularly evident in at least two classrooms in which the instructors struggled to engage a subset of students in exercises being performed on the whiteboard, while other students were disrupting class by conversing amongst themselves. Classroom management skills can be difficult to acquire, and it is clear that the staff and leadership at Indianapolis Metropolitan High School are aware that some teachers need support in this area. When asked about professional development offered to improve rigor and differentiation, Mr. Jones noted that during professional development, the staff of Indianapolis Metropolitan High School explored the Primacy-Recency Effect, especially its implications for instruction during a 90-minute class period. They also devoted time to exploring ways to differentiate the content, process, and product of lessons. Mr. Jones provided an "Academic Rigor Planning Template" which is a graphic organizer for planning such differentiation effectively, as well as the materials from four presentations from professional development sessions dedicated to academic rigor, pacing, and differentiation. Regarding the latter, they explored how to adapt instruction to serve students with visual, auditory, tactile, and kinesthetic learning preferences. All of these materials were of high quality and demonstrate the intent of Indianapolis Metropolitan High School leadership to increase the use of differentiated instruction in the classroom.

In addition to professional development aimed at improving differentiation, it was noted during focus group interviews that the more experienced members of the teaching staff, as well as the school leadership, are available and supportive, and are working to help everyone improve their teaching skills. As one new member of the Indianapolis Metropolitan High School teaching staff noted, " We have a really good team that will help with anything-- I have access to Chad and Adam and all the other staff members. They took me in and gave me a survival guide and helped me connect with the students."

Indianapolis Metropolitan High School has undergone a substantial change in school leadership in the last two years. At the time of this site visit, the Principal, Assistant Principal and Curriculum Director had been in their current positions with Indianapolis Metropolitan High School for less

than 1 year. It is important to note that Indianapolis Metropolitan High School has been very effective in promoting from within, with the new Principal, Mr. Miller, having served as Assistant Principal previously, and had been at Indianapolis Metropolitan High School for nearly 6 years. Likewise, the Assistant Principal, Mr. Jones, had been an effective classroom teacher and TAP lead teacher at the school for 2 years, and Ms. Rummel had been working with the previous Chief Academic Officer, Schauna Findlay, for 1.5 years. Many members of the teaching staff have been at the Indianapolis Metropolitan High School for less than 2 years, although it was encouraging to see many staff members returning from the previous school year. It is clear that the educational infrastructure at Indianapolis Metropolitan High School, and in particular the TAP program, will provide them with the scaffolding they need to grow and improve as teachers.

As part of the TAP program, the Indianapolis Metropolitan High School provides its teaching staff with a clearly described evaluation system and the opportunity to develop professionally through cluster meetings and through the mentorship of Master and Mentor teachers (indicator e) . The teaching staff at the Indianapolis Metropolitan High School is invested in the TAP process, and express the belief that the program is worthwhile.

Areas of Strength: The lesson plans provided by the Indianapolis Metropolitan High School were of very high quality and consistency.

The leadership at Indianapolis Metropolitan High School are working to increase the rigor in the classroom, as well as differentiation of instruction, through high quality and carefully planned professional development.

Recommendations: Provide professional development and supports to help new teachers develop good pacing and classroom practices that will ensure rigor in their lessons.

The majority of the classrooms instructors observed were using direct instruction, and there was very little differentiation for different learning styles noted. It is very important to encourage the teaching staff to differentiate their instruction.

4.3 For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	
Does not meet standard	The school presents significant concerns in two or more of the following areas: a) the school's academic program lacks challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities; b) there is a lack of high expectations to motivate and prepare students for post-secondary academic opportunities; c) insufficient material resources and personnel guidance are available to inform students of post-secondary options; d) limited opportunities exist for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) the school does not meet Indiana Core 40 graduation standard requirements.
Approaching standard	The school presents significant concerns in one of the following areas: a) the school's academic program lacks challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities; b) there is a lack of high expectations to motivate and prepare students for post-secondary academic opportunities; c) insufficient material resources and personnel guidance are available to inform students of post-secondary options; d) limited opportunities exist for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) the school does not meet Indiana Core 40 graduation standard requirements.
Meets standard	The school: a) has challenging coursework (e.g., Advanced Placement courses, internships, independent study) to prepare students for rigorous post-secondary opportunities; b) has high expectations to motivate and prepare students for post-secondary academic opportunities; c) has sufficient material resources and personnel guidance available to inform students of post-secondary options; d) presents opportunities for extracurricular engagement and activities (e.g., athletics, academic clubs, vocational) to increase post-secondary options; e) meets or exceeds Indiana Core 40 graduation standard requirements.

No significant concerns were found.

Indianapolis Metropolitan High School offers both Advanced Placement courses as well as the opportunity to take courses at Ivy Tech Community College for college credits (indicator a). Faculty from Ivy Tech teach the majority of these courses on the Indianapolis Metropolitan High School campus, making this very convenient for students. The students all reported that they were challenged academically at Indianapolis Metropolitan High School, and that there were many opportunities to engage in challenging coursework, noting that the "AP classes are very stressful" but as one student noted, "the dual credit courses really helped a lot. Interacting with the actual professors and using Blackboard has gotten me into the flow of college." The students also reported that the majority of the classroom instructors had high expectations for their students and were encouraging them to pursue post-secondary academic and job opportunities (indicator b). As one student described the attitude at Indianapolis Metropolitan High School, "they (the teachers) will set very high goals and don't take excuses... they know what you are capable of and they will push you." Indianapolis Metropolitan High School students have access to the College and Career Advising Center (CCAC) that is staffed by a center Director, Mr. Andrew Findlay, and four other CCAC Instructors. The students reported that they have found the center to be useful and that the staff is knowledgeable and helpful. They were particularly complimentary of the JAG courses in which they work on resume writing skills, interviews and presentation skills, as well as adult roles and

responsibilities. The CCAC is an example of the focus of the Indianapolis Metropolitan High School staff and leadership place on life after high school, which guides the school staff as they provide students with sufficient resources and guidance to motivate and prepare them for post-secondary options (indicator c). The teaching staff reported that the majority of students at the Indianapolis Metropolitan High School take the ACT, and that the school offers ACT preparatory classes to help their students score well. The CCAC also provide college visits and brings representatives from local colleges to the school.

Another example of the Indianapolis Metropolitan High School preparing students for post-secondary options is the variety and quality of job certifications offered through collaborations with Goodwill Industries. Students reported that they value the opportunity to gain valuable job experience, whether as one student described "the course in computer coding will help me with my major in college" or, as another described, "the certifications help because not everyone wants to go to college." The students noted both the pharmacy tech and the HIRE education certifications were of particular value.

The students of the Indianapolis Metropolitan High School have a wide array of extracurricular activities to increase post-secondary options. Indianapolis Metropolitan High School offers high school varsity and junior varsity athletics, such as their championship winning basketball team, volleyball, soccer and track and field. Club offerings include drama, math, music production, dance, cooking, chess, boxing and weight lifting (indicator d). Finally, the Indianapolis Metropolitan High School meets, and often exceeds, the requirements of the Indiana Core 40 (indicator e). The Indianapolis Metropolitan High School also organizes a "FAFSA night" to help parents work through college financial aid applications.

Areas of Strength: The staff at the Indianapolis Metropolitan High school is helpful and supportive of the students achieving their goal of earning a high school diploma, and provides substantial support for both post-secondary education and job opportunities to students.

Indianapolis Metropolitan High School offers an impressive variety of sports and extra-curricular activities.

Recommendations: None at this time.

4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	
Does not meet standard	The school presents significant concerns in two or more of the following areas: a) standardized and/or classroom assessments are not accurate or useful measures of established learning standards/objectives; b) assessment results are not received by classroom teachers in a timely or useful manner to influence instructional decisions; c) assessments lack sufficient variety to guide instruction for a wide range of student learning abilities; d) there is limited frequency or use of assessments to inform instructional decisions effectively; e) assessment results are not used to guide instruction or make adjustments to curriculum.
Approaching standard	The school presents significant concerns in one of the following areas: a) standardized and/or classroom assessments are not accurate or useful measures of established learning standards/objectives; b) assessment results are not received by classroom teachers in a timely or useful manner to influence instructional decisions; c) assessments lack sufficient variety to guide instruction for a wide range of student learning abilities; d) there is limited frequency or use of assessments to inform instructional decisions effectively; e) assessment results are not used to guide instruction or make adjustments to curriculum.
Meets standard	The school: a) standardized and/or classroom assessments are accurate and useful measures of established learning standards/objectives; b) assessment results are received by classroom teachers in a timely and useful manner to influence instructional decisions; c) assessments have sufficient variety to guide instruction for a wide range of student learning abilities; d) there is sufficient frequency or use of assessments to inform instructional decisions effectively; e) assessment results are used to guide instruction or make adjustments to curriculum.

No significant concerns were found.

As a participant in TAP, the Indianapolis Metropolitan High School collects student assessment data on a regular basis. Students are assessed using TAP designed assessments at the beginning of each school-wide initiative. These assessments were reported by the teaching staff to be useful and accurate measures of student learning, and were used to guide flexible grouping and differentiated instruction. In addition to classroom-based assessments, Indianapolis Metropolitan High School administers Acuity, End of Course assessments, the ACT suite of tests, and Lexile scoring. (indicator a). Teachers report that Lexile data is available immediately, Acuity data is available within 1-3 days of testing and that ECA data is made available as soon as it is released by the state (indicator b). Classroom assessments display sufficient variety to guide instruction for a wide range of student learning abilities (indicator c), and the teaching staff reports that assessments are given on a frequent enough basis to inform their classroom instruction (indicator d).

Indianapolis Metropolitan High School provides teachers with a wide array of standardized and classroom assessment data to track the progress of their students. In previous academic years, the teaching staff would have consulted the “data wall” that was developed as part of the TAP system that was displayed in the TAP room in order to track both individual student progress and the progress of their class as a whole. The data wall is still in use, but has been moved to the office of the Assistant Principal, Mr. Jones. In a major improvement over the somewhat labor-intensive data wall, the teaching staff can now consult a student data “dashboard” which contains current data on each student at Indianapolis Metropolitan High School. Access to the dashboard is available online and therefore can be consulted by a classroom teacher during instructional time. The teaching staff

has found this new development to be very valuable, noting that “We have increased access to the student stats with the dashboard—we sign on and there it is!” Another staff member noted that “anything you can think of --- ECA’s, lexiles, grades—we can color code it, chart it, or do anything we want. We have had demonstrations during TAP...We can chart where they (the students) started and where they are ending up. Another teacher noted, “ It’s easy to give an exit ticket at the end of class and then loop back and cover it again the next day based on the data that is available—I can take it and grade it (the exit ticket) put it on the Dashboard and use all the data---It’s really informative to see how they are doing as a big picture.”

Indianapolis Metropolitan High School is a data-driven school, and data is regularly used to guide instruction and inform adjustments to the curriculum (indicator e). Data tracking is performed through the TAP process and is used to inform revisions to the curriculum. As noted above, the student dashboard has been instrumental in increasing the impact of data across the school. For instance, lexile scores are used to determine which students are on the “bubble” – students whose reading skills are lagging and who would benefit from Read 180. The teaching staff reports that they “use the data to put students on the bubble and they focus on those students... and they use the data to know who those students are and teach them across the curriculum. We discuss each student ‘on the bubble’ and why they are there.” Another example of effective use of data is the "ECA boot camp" in which teachers recommend additional students for additional ECA preparation over an intensive four week afterschool "boot camp." These recommendations are made based on student data and teacher perceptions of student need, and have been effective in preparing student for ECA exams.

Areas of Strength: The Indianapolis Metropolitan High School administers frequent assessments of their students, and that data is being quickly disseminated to the teaching staff.

The data is effectively being used to assess and then remediate students who may need extra help developing their reading skills or knowledge for the ECA.

Recommendations: None at this time.

4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) hiring processes are not organized to support the success of new staff members; b) inefficient or insufficient deployment of faculty and staff limits instructional time and capacity; c) faculty and staff are not certified/trained in areas to which they are assigned; d) professional development (PD) does not relate to demonstrated needs for instructional improvement; e) PD is not determined through analyses of student attainment and improvement; f) the teacher evaluation plan is not explicit and regularly implemented with a clear process and criteria.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) hiring processes are not organized to support the success of new staff members; b) inefficient or insufficient deployment of faculty and staff limits instructional time and capacity; c) faculty and staff are not certified/trained in areas to which they are assigned; d) professional development (PD) does not relate to demonstrated needs for instructional improvement; e) PD is not determined through analyses of student attainment and improvement; f) the teacher evaluation plan is not explicit and regularly implemented with a clear process and criteria.
Meets standard	The school exhibits the following characteristics: a) hiring processes are organized and used to support the success of new staff members; b) the school deploys sufficient number of faculty and staff to maximize instructional time and capacity; c) faculty and staff are certified/trained in areas to which they are assigned; d) professional development (PD) is related to demonstrated needs for instructional improvement; e) PD opportunities are determined through analyses of student attainment and improvement; f) the teacher evaluation plan is explicit and regularly implemented with a clear process and criteria.

No significant concerns were found.

Almost all of the teachers at the Indianapolis Metropolitan High School are certified or credentialed in their teaching area, or have the appropriate licensure to teach (indicator c). One instructor is currently teaching under emergency licensure, but is enrolling in classwork to complete her certification. The teachers are teaching course loads that are manageable, and the various staff members have distinct roles (indicator b). Overall, the staff is deployed to best utilize their skills and training. Many of the teaching staff noted that the Mentor teachers provided by the TAP system were very helpful and good resources. The newer staff members cited the Mentor teachers as being particularly valuable as they acclimate to the profession of teaching and the Indianapolis Metropolitan High School (indicator a). In addition to valuing the Mentor teachers, one new staff member noted that the entire TAP framework has been particularly helpful, explaining “as new teachers—we are focusing on pieces of TAP---the rubric helps to break down teaching into pieces that I can get accomplished. It’s right there in front of me.” It was noted by one of the more senior staff members that it would be valuable to new teachers to provide one intensive day of orientation regarding processes and procedures of Indianapolis Metropolitan High School and Goodwill for new hires, rather than spreading much of the information across the course of the school year.

Hiring processes are implemented using a protocol developed in collaboration with the Employee and Organizational Development Department from Goodwill Industries. The initial applications are sent to the Goodwill EOD, who then forwards to Indianapolis Metropolitan High School leadership who choose teacher candidates from the pool of applicants. An onsite interview protocol that

includes representatives from the teaching staff, in addition to the school leadership team, is then implemented. The hiring processes are well developed and benefit from the resources of the EOD of Goodwill Industries, however, it was noted by members of the teaching staff that the current system could be improved with more input from the teaching staff, particularly in determining if the teacher candidate possesses the qualities necessary to succeed at Indianapolis Metropolitan High School. In particular, they noted "a teacher at IndyMet needs to be adaptable and generous-- they can't be easily insulted, and they have to have empathy to reach across the way to the students and see things the way they do... you either get it or you move on...you have to be willing to see it from the student viewpoint." Another instructor echoed this sentiment, noting that "the ability to adapt my point of view and not try to change theirs-- to see it's ok to have different backgrounds and to show them I have as much to learn from them as they do from me."

These very perceptive comments came during a discussion of staff turnover, which they noted has been a problem at Indianapolis Metropolitan High School in the past. The teaching staff is well aware of this, as are the students, who noted that "there has been lots of turnover-- we've had four math teachers.. and it's disorienting." Fortunately, both teachers and students recognize that the problem of teacher turnover is decreasing, with students noting that "it has settled down some this year.. and not as many have left this year as last year." Discussions with leadership at Indianapolis Metropolitan High School and with Scott Bess, Education and Chief Operating Officer, Goodwill Education Initiatives, Inc. make clear that this is a problem that they are actively addressing with initiatives to improve staff retention, such as the increased new teacher mentoring and improved hiring processes. Indianapolis Metropolitan High School and Goodwill Education Initiatives are also actively working to provide opportunities for the teaching staff to work with students at a variety of academic levels, rather than large number of students who enter Indianapolis Metropolitan High School as Juniors and Seniors in need of an accelerated schedule due to a lack of incoming high school credits. This is a crucial initiative and one that, if successful, will directly address the issue of teacher turnover, because as one teacher commented regarding the number of students needing an accelerated schedule "it feels like we are digging them (the students) out of the same hole again and again.....sometimes I fell like I've been stuck in the trenches with these students."

Professional development at the Indianapolis Metropolitan High School is predominantly related to the implementation of the TAP program. The teaching staff reports that funds are available for them to attend conferences and professional development opportunities in their areas of specialization (indicator d). Indianapolis Metropolitan High School is in its third year of the implementation of TAP, and through the TAP process data is used to drive professional development (indicator e). As described in the previous section, data from pre- and post-assessments is being used to drive the professional development opportunities offered to the teaching staff. It was also noted during teacher focus groups that the TAP meetings are well-organized and efficient, with a focus on curriculum mapping and reviews, as well as "honing" the curriculum. A TAP cluster meeting observed during the site visit confirmed the view of the teaching staff that the TAP professional development is designed to maximize the time and skills of the Indianapolis Metropolitan High School leadership and teaching staff. Mr. Jones presented a lively

and interesting session on how to encourage students to make and support their claims in writing as well as assessment strategies to look for effective claims, that was both valuable and engaging to the teaching staff. Not a moment of the cluster meeting was wasted, but the teachers were given plenty of time to complete the exercises Mr. Jones had designed.

In addition to the TAP driven professional development opportunities, the teaching staff reports that they are encouraged to attend PD in their areas of specialty or interest. As one teacher noted, “we go to conferences a lot. I’ve had Special Education training, differentiated instruction training and seminars on progress monitoring and goal setting.” The staff conveyed being particularly impressed by new practice of surveying the teaching staff at the end of each school-wide professional development opportunity whether the PD was worthwhile, and asking for suggestions for future professional development sessions.

Because of the TAP implementation, the teacher evaluation plan at Indianapolis Metropolitan High School is very well documented, and is also explicit and regularly implemented with a clear process and criteria (indicator f).

Areas of Strength: The implementation of the TAP system has led to a well-documented and well-designed teacher evaluation system.

Professional development opportunities that offer opportunities to improve classroom practices, and are driven by an analysis of student achievement data, have been implemented.

Recommendations: None at this time.

4.6. Is the school's mission clearly understood by all stakeholders?	
Does not meet standard	The school presents significant concerns in <u>both</u> of the following areas: a) significant disagreements exist among stakeholders about the school's mission; b) there is a lack of widespread knowledge and commitment to the intentions of the school's mission.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) significant disagreements exist among stakeholders about the school's mission; b) there is a lack of widespread knowledge and commitment to the intentions of the school's mission.
Meets standard	The school: a) has a mission that is shared by all stakeholders; b) has stakeholders possessing widespread knowledge and commitment to the intentions of the school's mission.

No significant concerns were found.

Focus group interviews with staff, students, and leadership revealed that all stakeholders in the Indianapolis Metropolitan High School are knowledgeable and committed to the school's mission (indicator a). The teachers stated that the school mission is "to prepare students for what's next" and noted, like the students, that "not all students need to go to college." Despite the inherent challenges in with students who may be many credits behind, the teaching staff are "proud of the fact that we serve students that haven't lasted other places---it's challenging but we give them every opportunity to explore learning." One teacher, expressing the Indianapolis Metropolitan High School mission stated that "they are whole people when they leave here- they have their path and they know where they are going." It was also noted that their job is to "remove obstacles," "help and empower students" and that Indianapolis Metropolitan High School "is not a credit dispensary."

Parents and students are also aware of the Indianapolis Metropolitan High School mission, noting "they (the teachers) will go above and beyond what a child needs and what a parent needs. They give the students all kinds of options to make it work for the students." The students also noted that the teaching staff was happy to work with them individually and would push them both academically and as young adults.

Areas of Strength: The teachers are fully committed to the school vision, and teaching staff, school leadership, parents and students are all in agreement as to the vision of the school.

Recommendations: None at this time.

4.7. Is the school climate conducive to student and staff success?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas with no evidence of a credible plan to address them: a) The school does not have clearly stated rules that enforce positive behavior; b) the school's discipline approach does not possess high expectations for student behavior; c) interactions between faculty and students are disrespectful and/or unsupportive and there are non-existing or unclear processes for resolution of conflicts; d) interactions between faculty and administration are unprofessional and/or unproductive.
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas with no evidence of a credible plan to address it: a) The school does not have clearly stated rules that enforce positive behavior; b) the school's discipline approach does not possess high expectations for student behavior; c) interactions between faculty and students are disrespectful and/or unsupportive and there are non-existing or unclear processes for resolution of conflicts; d) interactions between faculty and administration are unprofessional and /or unproductive.
Meets standard	The school exhibits the following characteristics: a) the school has clearly stated rules that enforce positive behavior; b) the school's discipline approach possesses high expectations for student behavior; c) interactions between faculty and students are respectful and supportive and faculty and students are clear about processes for resolution of conflicts; d) interactions between faculty and administration are professional and constructive.

No significant concerns were found.

The Indianapolis Metropolitan High School has enacted a school culture that relies on positive behavior supports and the "Core Values" of community, respect & responsibility. When asked about discipline and school culture, Indianapolis Metropolitan High School teaching staff responded that there had been great advancements during the spring semester in ensuring that students, staff, leadership and parents all understood the discipline plan and that the school's discipline plan was being fairly and consistently applied. All of the stakeholders noted that the school had clearly stated rules that enforce positive behavior (indicator a) and that these standards possessed high expectations for student behavior (indicator b). It was expressed, however, that these rules were being inconsistently applied across the school. The members of the teaching staff explained that in the first half of this academic year they did not feel fully supported by the leadership of Indianapolis Metropolitan High School. As one teacher said "I felt that if I sent a student out for abusing the behavior code not much would get done-- and it was a pain to try and get the kids to recognize the program without backup-- we all felt like lone warriors fighting this." Actions taken by the current school leadership have led to positive changes in the enforcement of the discipline code, with a teacher explaining "this is on the path to being corrected. In the past a lot of behavior issues would be let go-- but there's been a turn in the culture and it's been a huge change for the positive-- it makes my job more sustainable." Another teacher explained "the discipline plan is well enumerated—it is now and it wasn't at the beginning of the year." Finally, a member of the teaching staff was happy that "I don't have to be the "mean teacher" anymore. We have strong administrative support. We just throw it back to their (the school leadership) court and we can make sure the room is conducive to learning for everyone."

Reports from the students and the teaching staff suggest that while the behavior code was not radically changed from the previous academic year, a new focus on consistent implementation and

clear understanding between students and staff was in put place at the beginning of the spring semester. The teaching staff reported that Mr. Miller held small group discussions with all the students in which he "spoke to everyone and told them how things are going to go—he told them that we are going to enforce the existing behavior plan and that we are going to really hold them accountable for their behaviors." The students reported that they understood the new focus on consistent implementation, with one student explaining "The teachers don't want to send a student out of class—but with redirection they are willing to send people out and give them work to do... It rarely happens but usually it's just one person who gets sent out every day and every class...— it used to be a lot worse....now that it's stricter they (the disruptive students) got the message and some left."

Interactions between students and staff were always respectful and supportive, and during classroom observations it was noted that the students were always respectful and polite when interacting with the classroom instructor, who in turn were friendly, respectful and engaging with the students, particularly when they were interacting one-on-one. (indicator c). The high quality of the relationships with students is a point of pride among the teaching staff of Indianapolis Metropolitan High School. Teachers feel that "we do know all the students well, and we try to give each other tips. We transfer knowledge about students because we know our kids and we know each other—and we know who knows them best and who works with them best. We take that knowledge and use it as a foundation to help them."

Interactions between faculty and administration were professional and constructive (indicator d), with many teachers noting that Mr. Miller and Mr. Jones are a particularly effective team. Speaking of Mr. Miller, one teacher noted "he is a real educational leader," and another said " he is the most instructionally focused leader we've had." Finally, in reference to Mr. Miller's focus on school culture it was said "he is regimented, but he has a heart."

Areas of Strength: The Indianapolis Metropolitan High School has implemented a system of positive behavior supports that have dramatically improved school culture over the past semester.

Recommendations: As the behavior system is implemented, the school needs to develop written procedures that describe the process in detail.

4.8. Is ongoing communication with students and parents clear and helpful?	
Does not meet standard	The school presents significant concerns in <u>two or more</u> of the following areas: a) there is a lack of active and ongoing communication between the school and parents; b) school communication is neither timely nor relevant to the parental concerns; c) student academic progress and achievement reports are not clearly reported and/or misunderstood; d) the school's communication methods are not well-designed to meet the needs of a diverse set of parents (e.g., not communicating in parents' native languages, communicating only in writing when many parents cannot read, holding meetings at inconvenient times for parents).
Approaching standard	The school presents significant concerns in <u>one</u> of the following areas: a) there is a lack of active and ongoing communication between the school and parents; b) school communication is neither timely nor relevant to the parental concerns; c) student academic progress and achievement reports are not clearly reported and/or misunderstood; d) the school's communication methods are not well-designed to meet the needs of a diverse set of parents (e.g., not communicating in parents' native languages, communicating only in writing when many parents cannot read, holding meetings at inconvenient times for parents).
Meets standard	The school: a) has active and ongoing communication between the school and parents; b) utilizes communications that are both timely and relevant to the parental concerns; c) communicates student academic progress and achievement in reports that are understood by parents; d) the school's communication methods are designed to meet the needs of a diverse set of parents (e.g., communicating in parents' native languages, not communicating only in writing when many parents cannot read, holding meetings at convenient times for parents).

Teachers reported that they communicate with parents via newsletter, emails, phone calls, texts and during parent night (indicator a). Teachers also noted that a great deal of information, including updated academic information as well as any disciplinary issues that their students may have been involved in are posted on online (indicator b)

The staff and Indianapolis Metropolitan High School are actively trying to improve parental involvement at the school through visits at the homes of incoming freshman. Home visits were done previously at Indianapolis Metropolitan High School, and one of the parents in the focus group noted that this was the reason his student was enrolled at the school. Currently there is a faculty committee investigating this practice, and the plan is to bring it to the entire faculty in the near future. The school also supports parents through the Puma Pantry and also offers access to a social worker on site at the school.

The parents who participated in the parent focus group expressed their satisfaction with the communication of student academic progress and achievement (indicator c). They stated that they received regular report cards that were easy to understand, as well as ECA data and ISTEP (where appropriate). The parents also noted that the Indianapolis Metropolitan High School website was very easy to navigate and contained all the relevant information they need. An inspection of the website confirmed the parents' impression of its quality—the Indianapolis Metropolitan High School website is very well designed, easy to navigate and contains all the information a parent or student would need.

The parents reported that the school used communication methods that were adequate to meet the needs of diverse parents, with multiple forms of communication, an open and friendly teaching staff, and leadership that was responsive to their input (indicator d).

Areas of Strength: The Indianapolis Metropolitan High School staff is friendly and responsive to parents, providing them with a information about their students through a variety of different modes of communication.

Recommendations: Continue working to establish an active PTSO.

4.9. Do the school's special education files demonstrate that it is in legal compliance and is moving towards best practice?	
Does not meet standard	The school's special education files present concerns in <u>two or more</u> of the following areas: a) services outlined within Individualized Education Plans (IEPs) do not adequately match the exceptional needs of the student; b) each need identified within the IEP does not have a corresponding goal and plan for assessment; c) all goals are not rigorous or based on state or national learning standards; d) evidence does not demonstrate that goals have evolved each year as the student developed; e) specifically designed curriculum is not outlined.
Approaching standard	The school's special education files present concerns in <u>one</u> or more of the following areas: a) services outlined within Individualized Education Plans (IEPs) do not adequately match the exceptional needs of the student; b) each need identified within the IEP does not have a corresponding goal and plan for assessment; c) all goals are not rigorous or based on state or national learning standards; d) evidence does not demonstrate that goals have evolved each year as the student developed; e) specifically designed curriculum is not outlined.
Meets standard	All of the following are evident in the school's special education files: a) services outlined within Individualized Education Plans (IEPs) adequately match the exceptional needs of the student; b) each need identified within the IEP has a corresponding goal and plan for assessment; c) each goal is rigorous and is based on state and national learning standards; d) explicit evidence exists to demonstrate that goals have evolved each year as the student develops; e) specifically designed curriculum is outlined.

MET High School: Spring, 2014

Special Education Audit

Azure DS Angelov, Ph.D.

This report compiles a review of all practices and procedures specific to special education services at the MET. The results of this evaluation are based on the following pieces of data collection: classroom observations, review of internal processes and procedural manuals, interviews with general education and special education staff, students with IEPs, review of 25% of IEPs housed at the MET, DOE data bases, MET website, and follow up interviews with families of students with IEPs at the MET.

Standard 4.9: Do the school's special education files demonstrate that it is in legal compliance and is moving towards best practice?

Meets: All of the following are evident in the school's special education files: (a) services outlined within Individualized Education Plans (IEPs) adequately match the exceptional needs of the student; (b) each need identified within the IEP has a corresponding goal and plan for assessment; (c) each goal is rigorous and is based on state and national learning standards; (d) explicit evidence exists to demonstrate that goals have evolved each year as the student develops; (e) specifically designed curriculum is outlined.

The MET is providing strong special education services for a sizable special education population. Currently, 26% of the student population at the MET has an IEP. The file audit revealed that the MET are writing high quality and applicable IEPs (4.9a,b,c,d,e), have implemented a systemic 504 process, and are navigating external transition procedures that are exemplary in nature. In the spring of 2014, the MET hosted a citywide transition fair that was attended by students from various schools around the city. They are also hosting the Indiana Transition Consortium, a collaborative effort with the Indianapolis Archdiocese, several Mayor's sponsored charters, and IPS. There are only two offers of recommendation to help this program go from great to exemplary: 1. Explore how to develop a co-teaching model across general education and special education. Both general education and special education teachers asked if this could be explored for the upcoming school year and 2. Figure out how to more effectively utilize the tutors from IUPUI. This is a very strong resource, but there appear to be opportunities for this program to be more deliberately structured. Efforts to provide tutors with training, clear expectations, and a schedule that makes sense for MET students and teachers could be important to make sure this program is truly benefiting everyone.

4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?

Does not meet standard	The school is <u>not</u> fulfilling its legal obligations regarding ESL students, and requires substantial improvement in order to achieve conditions such as the following: a) appropriate staff have a clear understanding of current legislation research and effective practices relating to the provision of ESL services; b) relationships with students, parents, and external providers that are well-managed and comply with law and regulation.
Approaching standard	The school is not yet completely fulfilling all of its legal obligations regarding ESL students, and requires <i>some</i> (but not considerable) improvement to fully achieve conditions such as the following: a) appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; b) relationships with students, parents, and external providers that are well-managed and comply with law and regulation.
Meets standard	The school is fulfilling its legal obligations regarding ESL students, as indicated by conditions such as the following: a) appropriate staff have a clear understanding of current legislation, research and effective practices relating to the provision of ESL services; b) relationships with students, parents, and external providers that are well-managed and comply with law and regulation.

Not applicable

Appendix A:

Indianapolis Metropolitan High School

Nine classroom observations were performed on site using the classroom observation instrument provided by the Office of Education Innovation. The on site observations lasted approximately 30 minutes, and over half of the teaching staff was observed once. Classroom observers spent 4.6 hours (275 minutes) observing 9 classrooms, 123 students, and 9 teachers. On average, each observation lasted 30.5 minutes and the observed student to teacher ratio was 13.6:1. Two of the teachers were observed by both classroom observers at the same time in order to ensure inter-judge reliability.

Classroom Environment

66.6% (6/9) had posted objectives. 77.7% (7/9) had posted state standards. 88.8% (8/9) used critical vocabulary. 88.8% (8/9) had challenging content. 0% (0/9) exhibited differentiation. 44.4% (4/9) of the instruction observed built on prior knowledge.

Learning Environment

The observers categorized observed learning experiences into four main categories. 77.7% (7/9) of observed activities were Remember/Understand Activities. 88.8% (8/9) were Apply/Perform Activities. 33.3% (3/9) was Analyze/Evaluate Activities. 0.0% (0/9) were Create/Design Activities. 0.0% (0/9) of activities were found to be ineffective.

33.3% (3/9) of classrooms contained rich print materials. 22.2% (2/9) showed examples of exemplary work. 55.5% (5/9) displayed a daily schedule. 88.8% (8/9) had posted behavior expectations. 11.1% (1/9) had culturally relevant materials.

Behavior Management

The site team observed proactive and reactive techniques. The site team recorded 9 (100%) classrooms using proactive discipline. 9 (100%) classrooms using reactive discipline were recorded. Student engagement was fairly consistent. Please see the table below.

Site Visit Classroom Observations

Number of Site Visitors: 2

Total Time Observing (Min)	Average Time in Classroom
275	30.5

Students Observed	Teachers Observed	Ratio (S:1T)
123	9	13.6

Topic of Lesson	
Matter & Chemical Reactions	Roaring Twenties
Rock Cycle	Rhetorical Devices
Square Roots	Polygons
World History	Algebra Review
Student Presentations	

Proportion of Students Engaged During:	All		Most		Half		Few		None	
	#	% Total	#	% Total	#	% Total	#	% Total	#	% Total
Beginning of Lesson	0	0.0%	8	88.8%	1	11.1%	0	0.0%	0	0.0%
First Interval	0	0.0%	8	88.8%	1	11.1%	0	0.0%	0	0.0%
Second Interval	0	0.0%	7	77.7%	2	22.2%	0	0.0%	0	0.0%
Third Interval	0	0.0%	6	66.6%	3	33.3%	0	0.0%	0	0.0%